The Church School Teacher

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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

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The Church School Teacher

Vol. XXV MARCH, 1956 No. 3

From Your Director

By L. H. WESTBERG

THIS is the issue for the quarterly "helps" articles. It has been written by our staff and "late staff." Ruth Swanson has done much of it, and Hilvie Mae (Olson) Gross, and Ernestine (Sanden) Larson the rest. Orchids to them!

New Feature

Superintendents will welcome a new feature which we expect to run every quarter along with the other "helps" articles. It is the ON-THE-JOB TRAINING SUGGESTIONS FOR THE MONTHLY TEACHERS' MEETING. Each quarter we will give suggestions for carrying on worthwhile teachers' meetings. Some months ago I outlined this program for you in the CHURCH SCHOOL TEACHER. Now this outline is brought down to the very details of next quarter's months. We believe you will have happy results if you follow the suggestions diligently.

Two Plans

A committee from one of our fine churches visited me recently. They had concluded that their difficulty in enlisting new teachers lay in the vexing fact that they had no training program for them. I suggested two plans—one a preservice training program for prospective teachers, the other a sound monthly teachers' meeting which would help the present teachers grow in knowledge and ability. The ON-THE-JOB suggestion in this issue follows the pattern recommended to the committee. Anyone wanting a copy of the preservice course may have one at no cost by writing our office—2445 Park Ave., Minneapolis 4, Minn.

The *Audio-Visuals for Use With the Christian Growth Series* is another regular section in our

quarterly "helps" issue. These selected audio-visuals are originally worked out by the Rev. George Ammon of the Board of Parish Education of the United Lutheran Church. Mr. Ammon gives us the benefit of his research at no charge. After his list reaches our office we go into a huddle with the Augustana Audio-Visual Service and particularly with Miss Sharon Eide. This for the purpose of refining the list and adapting it to our particular Augustana needs and resources. All the original work and culling takes much time and effort. We are grateful to George Ammon and Sharon Eide. Roses to them!

And to our superintendents, department leaders, teachers, pastors and parish workers, best wishes for the next quarter. We hope you will have a great time in your next three on-the-job meetings. And that this issue will be what it sets out to be, a "helps" issue. Orchids and roses and tulips to all of you!

WANTED

Do you want your life to count?

Applications are still being taken for three vacant full-time positions on the staff of the Board of Parish Education. We want people to help us carry on our teacher training program. General qualifications include college education, public school teaching experience, maturity, and Christian vocation.

If you meet the above qualifications you have an opportunity to become a member of a team whose service is needed, wanted, and used.

For further details write the Rev. Lael H. Westberg, Executive Director, Board of Parish Education, Augustana Lutheran Church, 2445 Park Avenue, Minneapolis 4, Minnesota.

Suggestions for Your Next Three Teachers' Meetings

CHURCH School administrators have been asking for helps in planning their monthly Sunday School teachers' meetings. THE CHURCH SCHOOL TEACHER will try to bring you suggested plans each quarter along with our usual quarterly Christian Growth Series helps articles. We hope that these plans will make your monthly meetings vital. It is the conviction of the staff of the Board of Parish Education that Sunday Schools which follow the format recommended below will grow in effectiveness. Actually, the suggestions proposed bring to your congregation a monthly Triple T Program. If you are not now holding monthly meetings we urge you to do so, and if your meetings are dragging eternally with "business" we exhort you to lift them out of the rut with the little Triple T plan which follows:

For Your March Teachers' Meeting

The prime purpose of this meeting should be to study and make detailed plans for the April Sunday School sessions.

Opening Worship—5 to 10 minutes.

Bible Study—30 minutes. Use the Biblical bases for the first four lessons of the third quarter Christian Growth Series. The pastor or the person who is to conduct this study should be supplied with the texts and the aims and objectives for the April lessons. Without exception the texts from all departments, Primary through Senior, can be arranged easily into logical outlines and will make interesting Bible studies. A Bible study on the very texts to be used in the teaching of the next month's lesson obviously will be more helpful to the teachers than a study on unrelated Bible material.

Background Study—30 minutes. For the resources of the teacher a good subject is pre-reformation church history. Such background will be needed by the Junior and Intermediate teachers during the entire quarter. Primary teachers will need it for Unit B. A rec-

ommended text is "The Church in the Changing World" by Tappert. The leader of this section of the monthly meetings can secure this book from the Augustana Book Concern for 90c with an accompanying teacher's guide for 25c.

Department Study and Planning—not less than 60 minutes. During this section of the monthly meeting the teachers meet by department, Beginner, Primary, etc. Here they study and plan for the next unit of lessons to be taught. For details see the department "Helps" articles in this issue of *The Church School Teacher.*

For Your April Teachers' Meeting

The purpose of the April meeting is to study and make detailed plans for the May Sunday School sessions.

Opening Worship—5 to 10 minutes.

Bible Stury—30 minutes. Use the Biblical bases for the lessons which will be taught during the month of May. See section on Bible study under the March meeting for suggestions.

Background Study—30 minutes. Continue the subject of church history, with emphasis on the Lutheran church. In addition to the text "The Church in the Changing World" by Tappert, suggested under the March meeting, recommend to your background study leader "It Started With Luther" by H. T. Lehman. This study of the reformation and the church may be purchased for 65c from the Augustana Book Concern.

Department Study and Planning—not less than 60 minutes. See the "Helps" articles for each department in this issue of *The Church School Teacher.*

For Your May Teachers' Meeting

The purpose for the May meeting is to study and make detailed plans for the June Sunday School sessions.

Opening Worship—5 to 10 minutes.

Bible Study—30 minutes. Use the Biblical bases for the remaining lessons of the third quarter Christian Growth Series. See suggestions under "For Your March Teachers' Meeting," above.

Background Study—30 minutes. Continue the study of Church history. In addition to the texts recommended for the meetings in March and April use "The Church in the World Today" by Stewart W. Herman, which is a description and an explanation of the many and varied responsibilities and functions of the Christian Church in today's world. The text sells for 65c and the accompanying teacher's guide, 25c.

Department Study and Plans—at least 60 minutes. See the "Helps" articles in this issue of *The Church School Teacher.*

Helps for Teachers of Kindergarten

Christian Growth Series, Kindergarten I, Third Quarter

By RUTH M. SWANSON

"A TEACHER has the most exciting, the most adventurous life in the world." Thus, Mrs. Nordgren begins her suggestions in the Teacher's Guide for this quarter. Then she continues, "this applies in a special way to Sunday school teachers," and gives us a brief outline for lesson preparation.

Our work this quarter actually revolves around only two units. The first session, the Easter lesson, completes the last unit of the second quarter. The unit, "God's Family," is planned to widen the children's horizon to include a missionary emphasis. The closing unit, "God's World," is based on the story of creation in the first chapter of Genesis.

Unit B

The entire unit carries a missionary emphasis using four New Testament stories and one Old Testament story. Through these stories the kindergartners will learn that not all the children in God's family know about Jesus and that they can tell others.

The more our children learn about the different nationalities the more interested they will become in this unit. Therefore, we must enrich our own background concerning the life and customs of the people on various mission fields. In addition to the Teacher's Guide suggestions, the books "Around the World With the Bible" by Gertrude Rinden and "My Story Book About the Bible" by Mabel Neidermeyer will be helpful. Each contains stories having reference to incidents in child life of foreign countries. Although not written in kindergarten language, they can easily be adapted and used as motivational material for group projects. The overseas section of Augustana Missions, 1956 will furnish good background material also. That booklet is available from The Board of Foreign Missions, 2445 Park Ave., Minneapolis 4, Minnesota for 75c.

An interesting pre-session group activity could revolve around making an illustrated booklet or chart containing the song, "The World Children for Jesus." Such songs as "Boys and Girls of Every Color," "God Sends His Love" and "I Want to Send a Whisper

Song" have world friendship as the theme of each one. All of these songs are in *Songs For Children.*

For pre-session variety, we might teach the Missionary Finger Song. This is available from the Women's Missionary Society, 3939 Pine Grove Ave., Chicago 13, Illinois, for two cents per copy. An added bit of interest would be dramatizing the verse with small pictures of children representing each land. Fasten these to the fingers of the left hand with scotch tape and indicate each one as it is mentioned.

If time did not permit us to carry out a group project with missionary emphasis as suggested for the last quarter, Unit B of this quarter would be a good basis for it. We should select one mission field to be considered. Arrange a bulletin board with pictures of that field and people associated with it, changing them from time to time in order to maintain interest. Some of our pre-session time could be profitably spent telling the group about the field and its missionaries. A project which could continue throughout the entire unit, besides the offerings designated for that field, would be packing a box of Bible pictures, cut from left-over leaflets and mounted. Then, too, we should not fail to check the suggestions for projects as well as for worship services found in the missionary packet, "God's Children Everywhere." This also ca be purchased from WMS fo $1.00.

Two of the Around the Worl picture sets, "Children at Wor ship" and "Children and Thei Homes," provide teaching materia for this quarter. They may b used for motivational activities o for building understanding of othe children's modes of living. Bot sets are available from the WM Headquarters. Consult also th guide for the Christian Growt Series sets for appropriate pictur suggestions from those sets.

"Rosita" and "Manuel" b Jeanette Brown and a set of fou books called Nursery Satchel available from the WMS Head quarters are delightful stories o foreign children which will appea to the kindergartners.

Unit C

The entire unit is based on th creation story: the very beginnin of our Bible. The majority of th memory verses are taken from th Psalms. Through the study o these very interesting and highl significant parts of the Bible, w will share with the kindergartne the recognition that God is th Creator of a beautiful and usefu world, and encourage them t make wise use of God's gifts.

If we motivate interest throug activity as soon as the children a rive, many discipline problems wi

ot occur. A variety of activities rom which to make a choice helps » divide the class into interest roups. It will also stimulate a aring conversation later on.

One group of early arrivals may repare a scrapbook such as the one escribed in the plan for lesson 7. lanting seeds as suggested for les-on 8 would interest some and the oster-making activity as outlined r lesson 10 still others.

Several songs, found in *Songs r Children,* fit into the work of is unit. For example: "And God aid," "All Things Bright and eautiful" and "Oh, Who Can Make a Flower?" Teaching of ese or any of those suggested in e Teacher's Guide would be a od pre-session activity for one roup of children. "And God aid" lends itself easily to illustra-on. With a bit of experimenta-on, we will find this song can ecome the basis of a "chalk talk," nd with a little practice it can e done in rhythm with the sing-g of it. The kindergartners will ve it and with just that bit of otion to add interest, they will arn it almost immediately!

There are several inexpensive icture books which would appeal kindergartners and arouse inter-t in creation and God's care for . Some such are:

God Gave Me Eyes—Burt
God Feeds Them—Johnston
Every Good Gift—Grunbook
God Is Good—Standard Publishing Co.

"God Gave Me Eyes" has also been produced in colored slides. This set would offer a bit of variety during some pre-session time.

"God Planned It That Way" by Carolyn Edna Muller is a book which we might recommend for parents' use with children. It is a poem concerning a child's wonderings about God and His world.

Books and slides may be purchased from the Augustana Book Concern.

And a Reminder

In a closing paragraph, we would re-emphasize the importance of adequate preparation. We must consult our Teacher's Guide frequently during such preparation. It contains many helpful suggestions as to how best to accomplish the aims of each lesson. We can readily adapt, to our situations, the ideas given for introducing the story, for discussion following the story and those for related activities. The attractive pupils' leaflets are very helpful as teaching aids, but are not to be used as the sole teaching material. Let us, rather, use them as a church-home contact, giving the parents an indication of the day's study.

By prayerfully planning our preparations, we can be assured of purposeful teaching in our "exciting and adventurous life."

Helps for Teachers of Primary

Christian Growth Series, Primary III, Third Quarter

By RUTH A. SWANSON

DURING the second quarter we reviewed, with our boys and girls, the life of Jesus. Through stories of Him as a baby, a boy, a man and our Savior, we led them toward a simple understanding of His ministry, crucifixion and resurrection.

The first three lessons of this quarter really complete the unit, "God and His Son Jesus," begun last quarter, by including the ascension.

The second unit, "Helping Jesus With His Work," concerns the activities of the apostles after Pentecost and carries a missionary theme.

Thanksgiving and praise for the blessings of a wonderful, useful and beautiful world is the theme for the final unit, "The World God Has Given Us."

Unit A

Various selections from the gospels and the Acts are used to help the children "understand that Jesus lives forevermore" and to emphasize the Christian outreach to all who do not know God.

Several Easter songs, most of which are familiar to primary chil dren, are suggested in Lesson 1 We will use them during the pre session time and throughout th unit, since there are few, if any singable children's songs on th ascension theme.

After our informal activity wit the children as they arrive, w need to prepare them for the mor formal work to follow. Some ex cellent suggestions for easy trans tion are included in each lesson

"You Are There"

Again, we must emphasize th necessity of *telling* stories. It wi take more time to prepare for suc teaching, but it is worth it. Ou entire attention can be given t the class and there will be no boo to distract the children's attentio from our story telling. There no need to learn each story verb tim but we should know the s quence of events so well that w can relate them as though *we* ha witnessed the incident.

Then, what about activity "handwork" related to the day lesson? Our author has include several suggestions for each lesson

owever, as we make our plans ach week, we should evaluate ose suggestions and use only ose which we can adapt to our rticular situation.

"The Story of Jesus for Boys nd Girls" by Korfker, a book hich summarizes the unit "God nd His Son Jesus," is one we ight well recommend for parents' se with children.

Unit B

Several chapters of the book of cts relating some of the activities the apostles following Pentecost rm the basis of this unit, "Helpg Jesus in His Work."

With this study we will lead e children to definite ideas about hat followers of Jesus have done nd are doing to help Him in His ork.

Since the entire unit is given to e study of missionary activity, ny song in the Missions and Vorld Friendship section of *Songs or Children* would be appropriate for use during the unit. Pression time might profitably be ent in learning some new song. Ve should also remember to check e ideas in "Studying a Song" ven in each lesson plan.

How can we be sure of a receptive audience when we tell our ories? We can't! But following e suggestions and arranging the aterials referred to in "Getting eady for the Story" will go a long way toward building up interest. Then, if we "step over far enough in imagination to take the place of the child; look at the truth with a child's mind and understanding; feel the appeal of the story through a child's emotions" we will have found the secret of making the story live for our children.

The simple activity suggestions given in our guide indicate projects for both home and foreign missions. We have a variety from which to choose to give our children practice in doing something for others. We should also notice the "Additional Suggestions" in each lesson plan. From this wide list, we may be able to choose more than one project to complete during the quarter. We must always remember, however, "it is better to do a few things well than to attempt to do many things ineffectively."

As we study the worship service outlines we note that they put the finishing touch on each of our lessons, and make a good closing to each Sunday's work. Shall we consider inviting the parents to participate in a worship with us this quarter as suggested for Lesson 6? That would further their understanding of our Sunday School procedures as compared to those they knew.

An outdoor patriotic worship, as in Lesson 8, would add interest and variety for the Sunday pre-

ceding Memorial Day and Lesson 9 could be a culmination to the unit with a missionary emphasis service. The mimeographed plans, *God's Children Everywhere,* Series III, available from W.M.S., 3939 Pine Grove Ave., Chicago, will give us help in planning that service.

Unit C

Various selections from the Psalms, Proverbs and Ecclesiastes expressing thanksgiving and praise to God for His blessings form the basis of this last unit. Through this study we hope to help the children develop a sense of security and thankfulness because God is at work in the world today.

As in the previous units, we have a section entitled "Studying a Song" which gives us suggestions for appropriate songs to learn. We could add interest and variety to our song study by using the ideas given in Lesson 11 for illustrating a song. In addition to a time for singing during pre-session we must not neglect using other ideas found in "Suggestions for Planning the Session."

Do you think it might be possible to have an entire session out-of-doors during this unit? Our author has suggested Lesson 12, closing with an appropriate service of worship.

If we do this, we must take time to make detailed plans for the entire hour. The possibility of th children's attention being diverte from their work is greater in a outdoor session. We teachers mus have a definitely planned sessio well in mind in order "to lead th children to a deeper appreciatio of the beauties of God's world."

One phase of our sessions w must not neglect is the discussio related to the story. It is at thi point where we can make practica application of the Biblical truth o the lesson. The thoughts given u in "Talking Together" can be use as conversation starters in this are of our work.

The ideas for activity given i each lesson plan as well as thos in the section titled "Additiona Suggestions" are all easily carrie out by primary children—we hav but to choose those most appropr ate for use with our particula group.

"God Planned It That Way by Carolyn Edna Muller an "Tell Me About God" by Mar Alice Jones are books about Go and His world which parents an children could enjoy together, du ing this unit's study.

As we prepare each lesson th quarter, let us try to add "a child fresh eagerness and simple faith to our presentations. There wi be no question about the type fellowship we have with our chi dren—teachers and children wi enjoy the Sunday School hour.

Helps for Teachers of Juniors

The Christian Growth Series, Junior III, Third Quarter

By MRS. MARLYN LARSON

How Did It Happen?

IN school the juniors are discovering answers to this question each day. They find out how things started such as government, trade, banks, and libraries. They thrill to the stories of all progress because they are hero-worshipers. Their heroes must be courageous and willing to sacrifice for the causes for which they struggle.

Don is a typical junior. He loves his church and enjoyed the observance of its seventy-fifth anniversary last summer. Not long thereafter his parents were confronted by this query, "My great grandfather helped to start our church. I would like to know who started the whole Lutheran Church. I know that Jesus and the Holy Spirit founded the Christian Church. How does it happen that there is a Lutheran Church?"

This quarter we are to help Don and all our juniors find the answer to that question. We are to guide them into knowledge of the various fields of work in the total Lutheran Church and help them zealously to accept the challenge of their heritage as Lutheran Christians.

The Study Book contains interesting and informative stories and provides motivation for individual and group activities. It suggests that each pupil make a "log book" in which he records names, dates, and special information concerning the history of the Lutheran Church. The group projects include making a scrapbook of local church history, listing names on a "Roll of Honor," carrying out a service project, compiling a book of prayers and poems, and planning and presenting a program.

The Teacher's Guide gives excellent help for carrying out the

activities of the quarter suggested to the pupils in their Study Book. It also gives good background information on Lutheran Church history. Careful study and use of the material in this guide will greatly increase teaching efficiency.

Books for pupil and teacher Use—Unit A, Lutheran Church History:

I Will Build My Church, Amy M. Lillie

The Church of Our Fathers, Bainton

Martin Luther, May McNeer and Lynd Ward

The Boy Who Fought with Kings, Hong and Hong

The March of Faith, Steen

The Lutheran Church, a tract, Martin M. Carlson

Books and materials for pupil and teacher use—Unit B, The Augustana Lutheran Church:

1956 Augustana Annual, (*Yearbook*)

Minutes of the 1955 National Convention

Recent Issues of the Lutheran Companion

This Is Your Church, by Carl Sandgren

A Century of Life and Growth

Augustana Missions 1956—(Board of Foreign Missions)

This Is Our Church, a filmstrip.

Request catalogues and other informational material from the various institutions of the Church.

Some of our inquiring juniors will ask us other related questions such as, "Why are there so many Lutheran Church groups? Will there ever be just one Lutheran Church in our town instead of three?"

Lutheran unity is a subject of much discussion today. It is well to be informed on the history of the various Lutheran groups in the community and on such unity ventures as, THE NATIONAL LUTHERAN COUNCIL, THE LUTHERAN WORLD FEDERATION, and THE NATIONAL COUNCIL OF CHURCHES and THE WORLD COUNCIL OF CHURCHES. The 1956 Augustana Annual (pages 64-65) gives information on Lutheran relationships in the United States.

It would be well to make Lutheran unity the subject of discussion at a teachers' meeting prior to the opening of this quarter. No doubt your pastor, Sunday School superintendent, department leader, and other teachers will be very helpful. Our chief concern must be to guide the juniors to seek God's will and to be willing to follow His leadership.

There are many opportunities this quarter to emphasize the mission work of our Church. For the

best in suggestions, helps, and materials use "Christian Growth Through Sharing" Junior III. This packet is available from the Women's Missionary Society Headquarters, 3939 Pine Grove Avenue, Chicago 13, Illinois.

Our juniors are ready for the responsibility of planning and carrying out the worship of the department or Sunday School. In the larger school where the juniors have their own department worship, this can be done by using a class and its teacher as worship leaders each Sunday. In small schools where the worship is combined, the juniors may have charge of the worship on assigned Sundays. In either case, it is recommended that the material for the worship be related to the subject studied in the junior classes. See "When We Worship," page 8 in the Pupil's Study Book, and "Suggestions for Worship," pages 63-64 in the Teacher's Guide. Fellow teachers, is it necessary for the juniors we now teach to be as handicapped in ability to lead a group worship as we have been?

* * *

Watch the weekly issues of "Junior Life" for material which correlates with the study of FOUNDERS AND FOLLOWERS. Each issue carries a devotional page based on the Biblical content of the lesson taught on the Sunday with which the issue is dated. Help the juniors to use these devotionals either privately or with the rest of the family.

WANTED

The Commission on Parish Education of the Illinois Conference is making a study of standards in the instruction of adults for church membership. Pastors who have developed standards, courses, course outlines or supplementary helps are asked to send copies of their material to the chairman, Dr. Kenneth Andeen, Augustana College, Rock Island, Illinois.

We have high hopes that something significant will grow out of this study. Also that an article for THE CHURCH SCHOOL TEACHER will pop from it!

Helps for Teachers of Intermediates

The Christian Growth Series, Intermediate III, Third Quarter

By MRS. MARLYN LARSON

THIS quarter of study is the logical follow-up to that which has just been completed, *God's Way for Man.* The story of the life of Jesus has been reviewed and the intermediates have been led into a deeper understanding of the significance of redemption through Christ's love and sacrifice on the cross. We are now ready to guide them into more mature concepts of His Church and their relationship to Him through it.

The textbook for this study is the New Testament books of Acts through Revelation. The Teacher's Guide and the Pupil's Study Book are excellent outlines and guides for this Bible study. It is very much recommended that each pupil have his own Bible or New Testament. The Revised Standard Version would be desirable.

It is wise for a teacher to use the class period for Bible study and discussion. Each Sunday a new thought or lesson should be used. Assignments are then to be made on the lesson studied and not on the new lesson for the next Sunday. Such assignments should be discussed in the review which is always needed before a new thought is introduced. The revised Christian Growth Teacher's Guide clearly describes this method and also gives a very helpful outline of procedure at the beginning of helps for each lesson.

The Teacher's Guide is a very helpful tool when used correctly. One of the teachers attending a TTT School shared his outline for its use in this way:

I. *Before the New Quarter,* look over all the work for the quarter and make these decisions—

A. What background is needed by the teacher in order to lead the class in the study?

B. What projects would it be well to encourage the intermediates to carry out during the quarter?

C. What books and other materials would be helpful? He suggested that, if all the intermedi-

ate teachers could do this planning together it would give the work in the department more unity. A teacher from one of the churches of a three-congregation parish said that since there are few teachers in each Sunday School, they are having a parish teachers' meeting before the beginning of each quarter. She added that the CHURCH SCHOOL TEACHER "Helps articles" mean much to them at their meetings.

II. *Before Each Class Session*

A. Study prayerfully the Bible references for the lesson given in the Teacher's Guide and relate them to the aims stated.

B. Read the entire lesson in the Pupil's Study Book.

C. Read the lesson suggestions in the Teacher's Guide using the Study Book for reference.

D. Make an outline of the way in which you wish to teach the session and fasten it in the Pupil's Study Book to assist you as you teach.

The teacher added that this outline should take into consideration the ability of the pupils and the time you have in which to teach the lesson. If time is limited, use only those parts of the lesson necessary to carry out the aims. Cover essentials first.

Very few of us have, without special study, the background needed to lead this quarter's study effectively. It is also true that most of us are eager to learn as we teach. The following will be helpful:

For Bible background—

The New Testament—A Study, Herbert C. Alleman

The Story of the New Testament, John Hiltner

For church history background—

The Church in the Changing World, Theodore G. Tappert

It Started with Luther, H. T. Lehman

The Church in the World Today, Stewart W. Herman.

The above books are all taken from the Teacher Training and Leadership Courses of our Church. They are listed on pages 184-185 in the General Supply Catalog (1955-56) of the Augustana Book Concern.

Films and filmstrips for group study—

In the Footsteps of Paul, fs, 44 frames, color

Paul a Chosen Vessel, fs, color

Life of St. Paul Series, 12 B&W sound films, Cathedral

Fire Upon the Earth, color, sound film, 26 minutes.

There are many projects which could be used in connection with this study. The Teacher's Guide and the Pupil's Study Book give directions for "Who's Who," see

pages 64-67 in the Study Book. It is an excellent project.

Pupil planned and led worship is also suggested. Intermediates should have the opportunity to grow in worship leadership. In the larger Sunday School where these young people have their own department room a class or committee should be in charge of the worship each Sunday. In smaller schools where the worship is combined the intermediate classes should lead the worship on certain assigned Sundays.

Since many intermediates are in the confirmation classes there is possibility for co-operation in the preparation of these worship experiences. See "When We Worship," Study Book page 68, and the worship suggestions given for each lesson in the Teacher's Guide.

In many of the smaller parishes the confirmands are active in the Luther League. This gives an added opportunity to develop worship planning and leadership among these young people.

A map project can be very interesting for intermediates. A small map of the Mediterranean World is found on page 27 of the Study Book and one of the world on page 23. Intermediates can enlarge this map on a blackboard, large sheet of paper or flannel. On this map the places could be located as the study progresses. If the map is made on flannel it becomes a flannelgraph. The names of places will be printed on slips of paper with flannel backing. One class traced the journeys of Paul with colored yarn laid on the flannel, a different color for each journey.

This quarter's study presents wonderful opportunities for mission study and projects. For the best of suggestions, we refer you to "Christian Growth Through Sharing," Intermediate III. This packet of material has been especially prepared for use with the Christian Growth Series. It is available from the Women's Missionary Society Headquarters, 3939 Pine Grove Ave., Chicago.

Books for pupil use:

Martin Luther, May McNeer and Lynd Ward

I Will Build My Church, Amy Lillie

Paul, the Apostle (two books)

Book I *Beginning Missionary Work*

Book II *Preaching in Europe*

Great Leaders of the Early Church, Giving

Great Leaders of the Reformation, Giving

Conqueror in Chains, Donald G. Miller.

Maps for pupil and class use:

Abingdon Bible Maps, color,

11x14 inch size No. 9 Journeys of Paul, 25c

Bible Maps and Charts, set of eight, 19x24 inch size, $2.50. Set contains a map of Paul's journeys

Westminster Wall Maps, color, 20x23½ inches, set of 6, $12.50.

No. WPS 6. The Journeys of Paul, individual map, $2.50.

The above listed books and maps are available from the Augustana Book Concern.

Films and filmstrips for class and department use:

See those listed for study by the teachers.

Special Notice, to all teachers of GOD'S WAY THROUGH THE CHURCH:

Watch the weekly issues of TEEN TALK for material which supplements this study. Each issue carries a devotional page, "Courage, Wisdom, Strength," based on the Biblical content of the lessons taught on the Sunday the issue is dated. Encourage the intermediates to use this page each week.

Believe

When the great missionary, John C. Paton, was translating the Scriptures for his South Sea Islanders, apparently there was no word for "believe" in their native tongue. For a long while he was well-nigh baffled. One day a native came into his study and, tired out, flung himself down on a chair, rested his feet on another chair and lay back full length, saying as he did so something about how good it was to lean his whole weight on those chairs. Instantly Dr. Paton noted the Word the man used for "lean his whole weight on." The missionary had his word for "believe." He used it at once and thereafter in translating the Scriptures. Try it yourself and see, in any verse that uses the word "believe."

—Griffith Thomas in *New Sermon Illustrations* by G. B. F. Hallock (Fleming H. Revell Company)

Helps for Teachers of Seniors

Christian Growth Series, III, Third Quarter

By HILVIE OLSON GROSS

CHRIST Who is revealed in the Bible — both Old and New Testaments—is the theme of the entire Series III of the Senior Christian Growth Series. The first two quarters surveyed the Old Testament and pointed out evidences of Christ there. The third quarter takes us into the heart of the Bible where we find *Christ in the Gospels.* It will be followed next quarter by a look into the New Testament history and letters.

For New Insight

Undoubtedly the seniors already know the important facts of the life of Christ. But until reaching the high school age most persons are not really capable of comprehending the deep significance of Christ's redemptive power — of Christ's power to lift one from his feelings of self-consciousness, of guilt, of insecurity, of selfishness, of fear to a new released-from-tension life of fellowship with God, dedicated to serving Christ and fellowmen.

The teacher's guide and study book for the third quarter, "Christ in the Gospels," give guidance for studying the story of Jesus as the four Gospels present it. Mark is considered first. Then Matthew and Luke are studied comparatively. Lastly, John, the "spiritual gospel," is studied to emphasize the highest purpose of Jesus' life.

Although the lesson material is not divided into units, most seniors and teachers will profit most from a unit approach to it. Lesson 1 and the first part of lesson 2 may be considered the introductory unit. Lessons 2 to 6 (Mark's Gospel) constitute our "Unit B." Lessons 7 to 9 may be labeled "Unit C." It is based on Matthew's Gospel of a new way to live. Luke, the "Gospel of a New World," considered in lessons 10 and 11, is the basis of our "Unit D," while John's Gospel is the text for "Unit E."

Resources

Snyder's *The Book of Life* (65c at Augustana Book Concern, Rock Island, Illinois) and Trever's "A Fresh Approach to Bible Reading" (3c each tract, available from National Council of Churches, Divi-

sion of Christian Education, 79 East Adams Street, Chicago 3, Illinois) should be a part of each pupil's personal library. Both are especially helpful companions to the senior during this year when he is finding Christ in the entire Bible.

Key resources from the Teacher Training and Leadership Series[1] for the third quarter are Hiltner's *The Story of the New Testament* and Alleman's *The New Testament—A Study*. Historical Bible atlases, Bible dictionaries, concordances, commentaries, and other Bible study helps should be available, also, for reference at any time. For pupil's own reading outside of class we recommend Irwin's *The Life of Jesus for Teen Agers* and Phillips' *The Gospels* (or other modern translations of the Gospels).

General Suggestions

When teaching by units, the general procedure is to begin with a review of what is already known and then find some purpose for further study. Some way of culminating the study should be planned.

As a culmination for each unit in this quarter a class worship service could be planned. (The other sessions could close simply with a brief, pupil-led devotional.) For this closing worship of the unit a committee of pupils should be chosen at the first session of the unit to plan the details. These pupils should be alerted to material in the lessons which will provide good topics for meditations, choral readings, musical selections, dramatizations or illustrations. They will ask members of the class to participate in the service. The worship will be given during the last session of the unit. Sometimes these programs of worship may be given at League meetings or at Family Night services.

Purposeful Projects

Also, it is an excellent procedure to have some "big project" to summarize and conclude the entire quarter's study. For the ensuing quarter the high school youth may work up a dramatization, "Christ in the Gospels," to present at some special meeting late in June or in July—such as a League meeting or Parents' Night program. If it is good enough it could even be given at some summer conference or League exchange program!

The presentation should be a summarization of the message of the Gospels. The artistic persons in the group may make a large poster to symbolize each Gospel. It would be a part of the stage scenery as the various Gospels are summarized through narration, dramatization, choral reading, and music. There could also be a large

hand-made accompanying map to show places referred to. Endless possibilities! (Especially when the ingenious seniors themselves begin clicking on ideas!)

Whatever the method or projects chosen, let us teach this quarter to accomplish this aim: *to help each senior gain, from a study of the four Gospels, a personal appreciation of Christ, his Lord and Savior, who gives power to live His new way of life.*

Unit A. Lessons 1 and 2-a. "Jesus, the Chief Character of the Gospels."

To begin the first session, ask the question, "Which is more important, Christmas or Easter? Why?" If the class is large the group may be divided into several smaller groups to discuss this, and after a few minutes of "buzzing" a spokesman for each group may report to the entire group. As these "buzz groups," finish their summaries, the teacher may refer to some of the pertinent material in the study book and teacher's guide, and lead into a further Bible study of the significance of Christmas as in lesson 1.

Then the class may review briefly what is already known of Jesus' life. Also they may review what is known about each of the four Gospels. The material in the first part of lesson 2 can help motivate further study of the Gospels.

Before beginning the study of Mark in the second session, summarize the introduction with a worship on the theme, "Rejoice! Christ Came!" It may include the reading of "One Solitary Life" (page 4 of the study book), a suitable hymn, a short talk, Bible verses and prayer.

Unit B. Sessions 2-b to 6. "Mark's Gospel of the King"

Begin the study of the Gospel of Mark as in lesson 2, beginning with "Who wrote Mark?" Assign the passages to different pupils. Unfinished exercises may be assigned for home work.

Continue the Bible study of Jesus' preparation, early ministry, later ministry, death on the cross, and resurrection, as is outlined in lessons 3 to 6. A steering committee of pupils may help the teacher determine which portions of scripture can be assigned to smaller groups of pupils before being summarized for the whole group, and which passages should be studied by all under the teacher's guidance. Some of the work may be done individually outside of class, some by the entire group in class, while some may be shared as a lecture or report by the teacher or selected pupils.

Early in the unit a worship planning committee may be selected to plan for the closing worship of the unit. The theme may be

"Christ as pictured by Mark" or "Christ, the King of Kings" or some other theme selected by the committee.

Perhaps some artist or artists in the class can make a large poster depicting the Gospel of Mark. It may include the symbol of Mark (page 10, study book). Another committee may have made a large relief map of Palestine, and will have devised a method of showing on it the places where Jesus lived and worked. These visual aids can be incorporated in the unit's closing service, as well as in the quarter's "grand finale."

Related topics which could be the basis for extra class sessions during this unit, or at Hi-League meetings, might include:

"Preparation for My Life Work" (lesson 3).

"Crosses Being Erected Today" (lesson 6).

Unit C. Lessons 7-9. "Matthew's Gospel of a New Way of Life"

As introduction the teacher should find out what the pupils already know about Matthew and his Gospel. Then the group will turn to the Bible to learn more of how Matthew proved that Jesus was the promised Messiah.

Before the second session of this unit, some student reporters may ask people they meet at school or on the street or at church to answer the question: "In your opinion, what produces happiness?" They should make note of the answers and bring the report to class next Sunday. That would introduce the study of the Sermon on the Mount.

If the same group of youth meets at other times during the week, topics such as "Why Foreign Missions?" (session 7) and "Labor - Management Relations" (session 9) would be interesting topics.

At the close of session 9 a summary of Matthew's Gospel may be given in the student-planned and led worship.

Unit D. Sessions 10-11. "Luke's Gospel of a New World"

Material in the first part of lesson 10 gives a suggested approach for reviewing what is known of Luke and his Gospel. The teacher and steering committee, however, may think of other ways to introduce this unit.

Following the introduction the group will proceed into the Bible study as in lessons 10 and 11 to learn more of Luke's special emphasis. Here is one suggestion for the teacher and steering committee as they plan the detailed methods and procedure for this study: The section, "A Global Christ," in lesson 10 provides an excellent outline for a meditation by one of the youth at the closing worship.

Before session 11 it would be interesting for a student committee to survey the stewardship practices of some of their fellow high school youth (not necessarily class members). The reports of the survey can be given during session 11 when Luke's story of the ten lepers is studied.

Unit E. Sessions 12-13. "John's Gospel of a New Birth"

As the author states, John wrote his Gospel from an eagle's viewpoint. His Gospel was written after the facts of Jesus' life had already been satisfactorily recorded. His purpose was to lead people to "believe that Jesus is the Christ, the Son of God," that they may have life in His name.

Of special interest is the relationship of John to Jesus. In this unit's introduction it must be made clear that John and Jesus were intimate friends. Session 12 has excellent material for this introduction.

Some of the passages for these two sessions lend themselves beautifully to the "Västeros method" of Bible study (descriptive outline available from Youth Office, 2445 Park Avenue, Minneapolis 4, Minnesota). Any of the youth who have attended Luther League Leadership School could lead or help other youth lead the study of certain passages of John during this unit. For example, in lesson 13, one group with one pupil leader (previously enlisted and adequately prepared) may study John 6:22-71, one group may study John 10:1-21, one group may study John 5:1-10, and one group may take John 17. For advance preparation these pupil leaders should have access to the teacher's guide and available Bible study helps such as Alleman's *The New Testament—A Study*[2] or a Bible commentary. After about 15 minutes (or less) in each group, a representative will summarize his group's findings to all and may present any unanswered, important questions. Some means of answering such questions should be determined, perhaps through an individual assignment for research and report. The teacher may bring this Bible study session to a climax by leading in a worshipful study of John 14:6.

In this unit's closing worship the poem on page 62 may be used along with other student-planned and presented meditations, hymns, Bible passages and prayers.

Grand Finale

Now the plans for the drama, "Christ in the Gospels," should be completed so that final preparations can be made for the presentation. Of course the senior Bible class teacher and the student planning committee should solicit the co-operation of the League counse-

lors and officers, the high school choir director, and the pastor from beginning to end. Right now (February or March) the teacher and the student steering committee should take the first steps to see if such a program can be given at their church sometime early in July. The sooner the date gets set the better. What a tremendous boost this can give to this quarter's study!

An extra-session project growing out of Unit E might be a "talent quest." In lessons 12 and 13 it is suggested that each pupil write a summarizing essay on "The Greatest One I Ever Met." Perhaps this theme could be used by some of the pupils for original poetry, by some for orations, by some for posters or craft work, and by some for the essays. Each pupil can select his favorite category and develop his entry. At the designated meeting, the "talent quest" may be conducted in the presence of a larger audience, and guest judges may choose the winners. Select books may be awarded the winners. Or perhaps the winners could be granted scholarships to Bible Camp!

As God works through these or other activities, we are confident that each senior will gain a greater appreciation of Christ of the Gospels as his Lord and personal Savior from sin and Giver of the way of life he needs.

[1] Teacher Training and Leadership Series of books is the recommended basic library of teachers' books for all church schools. The Augustana Book Concern catalog lists the complete series. The Board of Parish Education, 2445 Park Avenue, Minneapolis 4, Minnesota, will also send a listing of these books upon request.

Goes For Church School, Too

Many problems of the home could be settled if some parents would get off their high-horse and get on the rug with their kids.

—From "Faith Today"

Audio-Visuals for Use With

The Christian Growth Series, Third Quarter April, May, June, 1956

AS church leaders grow in their appreciation of the rich resources in projected and non-projected audio-visual resources, they become more selective and give more time to preparing for use.

Here is a broad selection from which you will want to select for your own needs and goals. Rent films and filmstrips from the Audio Visual Service, 2445 Park Avenue, Minneapolis 4, Minn. Slides are not handled by Audio Visual Service, but may be purchased from the Augustana Book Concern.

Place film rental order well in advance of your use date. Filmstrips should be purchased whenever possible, thus building an audio-visual resource center, ready to be used when needed.

Christian Growth Series lessons for this quarter deal with the life of Christ, early church history, Christian faith, missions, and the world we live in. The lessons can be enriched greatly by the use of "Cathedral" films and filmstrips included in its "Life of Paul" series. A recording to accompany the filmstrips is optional. This is a dual purpose recording, one side carrying the children's script, the other for use with youth and adults.

Abbreviations used below are:
K. Kindergarten
P. Primary
J. Junior
I. Intermediate
Fs. Filmstrips
Sfs. Sound filmstrip
S. Senior
Y. Young People
A. Adult
F. Film
S. Slide
R. Recording

PRIMARY III—THIRD QUARTER

Our Primary Children

Unit A—God and His Son Jesus

Lesson 1—Jesus Died and Rose Again

Fs—*Babu and the Easter Fair* (SVE) 45 frames, color. Sale $6

Fs—*The King of Glory* (SVE) 30 frames, color. Sale $5

Fs—*The First Easter* (Concordia) 32 frames, color. Sale $5

Slides on the Easter story.

Lesson 2—Jesus Returns to God the Father

Fs—*The Ascension of Jesus* (Concordia) 22 frames, color. Sale $5

Slides on Easter and the post-Easter episodes.

Recording of *The Hallelujah Chorus* from *The Messiah.*

Lesson 3—Jesus Is With Us Today

S—*Follow Me* (Tom Carr) 60c

Fs—*Life of Christ* (Barosin) 2 filmstrips, color. Sale, each $5

Slides on the life of Christ from the masters, Nelson, Standard, Elsie Anna Wood, Sallman or others would be helpful here.

Unit B—Helping Jesus in His Work

Lesson 4—We Want to Help Others

Sfs—*Bill Brought Them* (National Lutheran Council) 58 frames, color with LP record. Rental, $2.50. How a primary age boy learned about anti-semitism and how his parents and Sunday school helped him win others into the Sunday school.

Fs—*Fishers of Men* (Concordia) 56 frames, color. Sale $7.50

Fs—*Be a Missionary* 50 frames B&W. Sale $3

Lesson 5—Peter Tells Cornelius About Jesus

Fs—*Cornelius Hears the Good News* (SVE) 20 frames, color. Sale $4

Lesson 6—Missionaries Preach and Teach

Sfs—*The World Is Our Field* 18 min., color. Rental $2.50

Lesson 8—Missionaries Help Wherever They Are Needed

Fs—*Missionaries at Work in India* (SVE) 27 frames, color. Sale $5

Unit C—The World God Has Given Us

Lesson 10—God's Wonderful World

Fs—*Summer Is Here* (SVE) 27 frames, color. Sale $5

Fs—*Spring Is Here* (SVE) 27 frames, color. Sale $5

Fs—*The Caterpillar's Journey* (SVE) 27 frames, color. Sale $5

Film Series—"God's Wonders" (Church Craft). See RFL "Guide to Films," p. 49 for titles. Each film is about 10 minutes. Rental $5 each film.

Lesson 11—God's Useful World

Fs—*The World of Living Things* (SVE) 40 frames, color. Sale $5

Fs—*George Washington Carver* 72 frames, color. Sale $6

Lesson 12—God's Beautiful World

Fs—Series "The Seasons" is useful here. (See Lesson 10.) Added titles are:

Autumn Is Here, Winter Is Here. Each filmstrip, sale $5

Slides of natural beauty from members of the church.

See above under Lesson 10—Film Series, "God's Wonders."

Lesson 13—Praising God For His World

Fs—*God's Wonderful World* (Evangelical and Reformed) 69 frames, color with recording $10

Sfs—*Days of Wonder* (Methodist) 50 frames, color with recording $10

JUNIOR III—THIRD QUARTER

Founders and Followers

Unit A—Lutheran Founders

Lesson 1—Building on a Firm Foundation

Sfs—*Martin Luther* (Lutheran Church Productions) 72 frames, B&W. Sale $10, Rental $2.50

Lesson 3—Teachers and Workers.

Field trip to a nearby historic Lutheran church would be an excellent project.

Lesson 4—Pastors and Missionaries

Slides or pictures of pioneer (Lutheran) leaders would be useful here.

Unit B—Lutheran Followers

Lesson 6—Planting the Church in North America

Films of establishment of mission congregations could be used here.

F—*Like a Mighty Army* (ULCA Lutheran Laymen's Movement) 48 minutes, B&W. Rental $12.

Lesson 10—Planting the Church in Other Countries

Fs—*The World Is Our Field* 18 min., color. Rental $2.50

Lesson 11—Working Together in the World

Sfs—*The Travelin' Man* (LWA) 77 frames, color with LP recording. Rental $2.50.

INTERMEDIATE III—THIRD QUARTER

God's Way Through the Church

Lesson 1—Easter

F—*I Beheld His Glory* (Cathedral) 55 minutes, color. Rental, color $35; B&W $22.50. Overly long for Sunday session, but excellent to tell the glorious Easter story.

F—*The Miracle of Love* (NCC) 45 min., B&W. Rental $12.50. Originally a TV

program, it shows something of the meaning of the resurrection for life today.

Fs—*The Resurrection Story* (Concordia) 25 frames, color. Sale $5

Sfs—*The Resurrection* (Cathedral) 34 frames, color, manual. LP dual-purpose recording. Rental $3.

Lesson 2—How Did the Church Begin?

Fs—*The Church Is Born* (SVE) 32 frames, color. Sale $6

Fs—*The Story of Pentecost* (Concordia) 30 frames, color. Sale $5

Lesson 3—What Was the Church Like at First?

Fs—*Stephen Helps Christians to Share* (SVE) 20 frames, color. Sale $4

Fs—*The Church Is Born* (SVE) 32 frames, color. Sale $6

Lesson 4—How Did the Church Spread?

Fs—*Stephen, First Christian Martyr* (Cathedral) 43 frames, guide, color. Recording on LP dual purpose record. Rental $3

F—*Stephen, First Christian Martyr* (Cathedral) 24 minutes, sepia. Rental $7

Lesson 5—From Enemy to Friend

Sfs—*The Conversion of Saul of Tarsus* (Cathedral) 38 frames, color. Recording on dual purpose LP record. Rental $3

F—*The Conversion of Saul of Tarsus* (Cathedral) Sepia. Rental $9

Sfs—*First Missionary Journey* (Cathedral) 43 frames, color. Recording on LP dual purpose record. Rental $3

F—*First Missionary Journey* (Cathedral) 30 min., sepia. Rental $9.

Lesson 6—The First Fork in the Road

Sfs—*Second Missionary Journey* (Cathedral) 37 frames, color. Recording on LP dual purpose record. Rental $3

Lesson 7—How Far Was the Gospel Taken?

See under Lesson 6. (Filmstrip covers the two Lessons.)

Lesson 8—Paul and the Thessalonians

Sfs—*Visit to Corinth* (Cathedral) 45 frames, color. Recording on dual purpose LP record. Rental $3

F—*Visit to Corinth* (Cathedral) 30 minutes, sepia. Rental $9.

Lesson 9—Paul and the Corinthians

See under Lesson 8. Both filmstrip and film cover episodes in Lesson 8 and 9.

Lesson 11—A Prisoner Writes Letters

F—*Grace of Forgiveness* (Rank) 27 minutes, B&W. Rental $7.50.

Lesson 13—How and Why the Church Survived

Fs—*The Story of the Christian Church* (Evangelical and Reformed) 50 frames, B&W. Sale $3

F—*Fire Upon the Earth* (Presbyterian, USA) 26 minutes, color. Rental $10.

SENIOR III— THIRD QUARTER

Christ in the Gospels

Lesson 1—The Birth of Jesus

F—*Holy Night* (Cathedral) 30 minutes, color, $15; B&W, $9.

Lesson 3—Jesus' Preparation

F—*Boyhood and Baptism* (Cathedral) 30 minutes, B&W rental $9; color rental, $15

Sfs—*Boyhood and Baptism* Color, dual purpose LP recording. Rental $3.

Lesson 5—Jesus' Later Ministry

F—*Barabbas the Robber* (Rank) 30 minutes, B&W. Rental $17.50.

Lesson 6—The Cross and Resurrection

F—*I Beheld His Glory* (Cathedral) 55 minutes. Color rental $35.00; B&W rental $22.50.

Lesson 9—Other Messages of Matthew

F—The Transfiguration (Family) 20 min., B&W. Rental $6.50.

Lesson 11—Luke's New Stories of Jesus

F—*This My Son* (Family) 30 minutes. B&W rental $9; color rental $15 (modern story of The Prodigal Son)

F—*The Story of the Prodigal Son* (Cathedral) 22 minutes, B&W. Rental $7

F—*Who Is My Neighbor?* (Cathedral) 30 min., B&W. Rental $9.

Lesson 13—The Way and the Truth and the Life

Fs—Series of two, "The Gospel of John" (SVE) *The Ministry of Jesus Christ,* 35 frames, color. $5.50

The Glorification of Jesus Christ, 35 frames, color. $5.50.

Why?

By ELMER E. CHRISTIANSEN
Parish Education Staff
American Lutheran Church

"WHY did he do it?" This is a question usually asked when a person does something wrong, or gets into trouble. However, the student of human behavior is interested in the answer to such a question for all human actions, whether socially acceptable or not. He is interested in the motive that underlies human actions.

A motive, according to dictionary definition, is that within a person which incites him to action. It is any idea, need, emotion, or organic state that prompts to an action.

As soon as one begins to seek motives for actions, he is at once in a difficult field. The reason is that motives are not always clearly defined or clearly discernible. Even such actions as becoming a member of the church, are not as simple to analyze as they seem. A person may become a member because he was pushed into it by his life's partner, because it is the thing to do, because it may mean social or business prestige, because he is afraid of going to hell, or because the love of God in Christ Jesus has touched his life and brought him into a life-giving relationship with the Eternal. In this last instance his membership is a witness to the fact that he is through faith a part of the redemptive fellowship. Sometimes only God can see the real motive for such an action.

No church school teacher is omniscient. He cannot always see the underlying motives which prompt certain actions in his pupils. However, he can, through the study of human nature and the characteristics of personality come to a better understanding of what causes people to act the way they do. This knowledge can then be used to guide his pupils into those thought and habit patterns which are prompted by motives that produce the best possible Christian personalities. This is another way

of saying, he will strive to give to his pupils motives that will be God pleasing.

To teach in this way the teacher must have a basic understanding of the nature of motives.

Behind Behavior

Even a superficial study of personality will reveal there are many desires and cravings which act as driving forces and are responsible for human behavior. Among them may be listed such things as bodily needs and tensions, emotional needs, ambition, conscience, social urges, environment and spiritual drives. All these in more or less degree enter into every act a person does. It is not within the scope of this article to make an analysis of each of these, but a little reflection on your part will provide you with a long list of acts which have these needs or drives as the motivating factor.

To motivate then is to provide with a motive. It may also impel or incite to action. Thus for the church school teacher, motivation is "a conscious effort on the part of the teacher to establish a motive (drive, urge, or desire) in his pupils so that learning goals will be attained, or to link their already existing motives with learning goals."

Just what factors are present in teaching that motivates learning in terms of knowledge and understanding? Here the teacher's aim is to provide the proper motive for these two aspects of learning. The desire for knowledge and understanding comes only after a need has been created. To create a real sense of ignorance is motivation to learning. To create an awareness of a vacuum in knowledge and understanding is one of the secrets of successful teaching. But the motive that causes activity to fulfill these needs may vary. It may stem from a need to excel in everything (which may have its seat in a sense of insecurity). It may be to prepare for a position as a Sunday school teacher. Or it could stem from the desire to gain more knowledge for a better understanding of God's activity in the lives of men—and in the pupil's life.

Vital Factors

The alert Sunday school teacher realizes that his own personal attitudes, his own friendliness and enthusiasm are factors which can motivate learning. The interesting and appealing use of materials is an important contributor to motivation. The very neatness and arrangement of the classroom can play an important part. No teacher of a Sunday school class will want to omit from his planning for motivation, the tremen-

dous power of the group. The fun, the challenge, the interest and effectiveness toward participation and learning which can come from total group participation should never be underestimated.

From Hearer to Doer

We are concerned, however, in more than just immediate or temporary needs, or interests. We want our pupil to go beyond the immediate experience which motivated him to acquire knowledge and understanding. We are interested in motivating him from knowledge to understanding, from understanding to conviction and from conviction to life, which according to Dr. Ernest Ligon are the necessary steps a person must take from being a hearer to a doer of the Word.

The effective teacher recognizes that a satisfying experience carries within it incentive or motivation for further learning. He thus plans his teaching so he can carry through from proper motives in acquiring knowledge and understanding to proper motives for emotions and attitudes—and ultimately to proper motives for acts and habits. Thus the end of all Christian teaching is the life of the pupil and the glory of God. That places upon the teacher the responsibility of discovering for his class those motives which will impel pupils to worthwhile actions which are worthy to be the dynamic for Christian living.

Motives that center around the person and his ego needs will never produce wholesome personalities. There are definite self needs that must be met. The need for acceptance and recognition as a person in his own right, the need for a sense of accomplishment, the need for love and affection, are all part of legitimate ego needs that must be met, if we are to have whole persons. But when there is an over emphasis on ego-directed activities, the teacher will want to discover the motives that prompt such action and supplant them with motives that can produce Christian character and wholeness in personality.

Goal: Better Motives

For example if you have a pupil who comes to Sunday school regularly because he's out to break an attendance record or because his girl friend is a member of the class you have motives which are not wrong in themselves. Regular attendance is what a teacher wants. The girl may make a very good Christian wife. But from the standpoint of Christian character development, such motives may not produce our desired goals at all—growth in faith and knowledge of God's redemptive love in

Christ. If you discover an inferior motive, build upon what it has produced (in this case Sunday School attendance) and try to replace an inferior motive with a better one.

The Christian teacher has an excellent opportunity to motivate, i.e., to provide with a motive that is Christian. He is teaching the Word of God. He is actually being used by the Holy Spirit to confront pupils with the Gospel which is the power of God unto salvation. It is this power which comes from God that not only produces Christian emotions and attitudes, Christian acts and habits, but gives them the Christian motive—which in the last analysis, is the determining factor in God's sight.

The greatest motive the New Testament can find for Christian living is the love of God. Jesus, in speaking with Peter in the post resurrection incident, (see John 20:15-19) used Peter's love for Him to motivate him.

The Apostle Paul, who through the power of Jesus became God's glorious expendable, gave as the motive for his life, the simple yet powerful reason: He "loved me and gave himself for me." (Galatians 2:20.)

All forms of human motivation are very complex. Most of our actions do not come from "pure" motives. Neither can we count on the same thing to motivate all persons to desired actions. What may be successful with one pupil may elicit a negative response from another.

Even the Gospel does not motivate all persons to acceptance. But if there is to be real growth toward the Christ-like character then our pupils must be provided with Christ-like motives. Only these will produce wholeness of character, and be a worthy dynamic for Christian living.

Motive

When Elihu Root was called into the Roosevelt cabinet as Secretary of State, an intimate friend wrote him: "Why not wait three years and get the substance instead of being the shadow now "

Mr. Root wrote back: "I have always thought that the opportunity to do something worth while is the substance, and trying to get something was the shadow."

—C. R. HAVINGHURST in *New Sermon Illustrations* By G. B. F. Hallock (Fleming H. Revell Company)